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Educational Writings

I. EDUCATIONAL PSYCHOLOGY IN 1918

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TEXTBOOKS

Two textbooks on child psychology have appeared during the past year to challenge the position of a few texts which have held the field for over a decade.¹ Both books give evidence of a careful study of the scientific studies of the child which have appeared since the earlier texts were written. Neither of them, however, exhausts the rich material which has been gathered from the application of intelligence tests and tests in the school subjects to large numbers of school children during the past ten years. This material, of course, bears only on the intellectual side of the child's mental development, but, since our knowledge of this phase of the child's growth is now the most precise, it deserves more emphasis than it has received.

The distinctive feature of Waddle's book is its emphasis on the fundamental biological and physiological basis of the child's mental growth. For example, the author discusses heredity at some length. He does not, however, describe the periods of physical growth, which have such close relation to the periods of maturing of the instincts and intellectual functions. The book may be characterized as a discussion of fundamental principles more than of practical applications. The book by Norsworthy and Whitley, on the other hand, emphasizes the applications of psychology to the problems of management. It is more exhaustive, moreover, in the range of topics which it covers. It does not go into theory so much as does Waddle's book. Accordingly it is suitable for somewhat less mature students.

¹ CHARLES W. WADDLE, *An Introduction to Child Psychology*. Boston: Houghton Mifflin Co., 1918. Pp. 317.

NAOMI NORSWORTHY and MARY T. WHITLEY, *Psychology of Childhood*. New York: Macmillan, 1918. Pp. 374.

The third text is a venture in a comparatively new field.¹ Its character and aim may be gathered from the subtitle: *A Textbook in General Philosophy and Applied Psychology for Students in High Schools, Academies, Junior Colleges, and for the General Reader*. The author, in the preface, compares his discussion to the courses in general science and combined mathematics which are being so commonly introduced into high schools. He has succeeded in producing a book in which the fundamental conceptions which have been derived from scientific research are shown in their every-day dress, and to this he has added a good deal of practical advice drawn from other sources. The book is very readable and is worth a trial in the high school.

CHILD PSYCHOLOGY AND INDIVIDUAL DIFFERENCES

The application of a rigidly exact method of study of the child's responses, their change and development, and individual differences in fundamental learning processes is represented in the monograph by Mateer.² The author has experimented extensively on the responses which have recently gone by the name "conditioned reflexes." The method of studying these responses which is used by the author was originated by Russian investigators, notably Pavlov and Krasnogorski. The fundamental process which is studied is not new to psychology. It is simply the transference of a response from a stimulus which originally excited it to another which is frequently associated with the first response. For example, one responds originally to the sight of food by a secretion of saliva. After a time the dinner-bell comes also to excite the flow of saliva, although originally it had no such effect. This, of course, is a fundamental process in the development of acquired responses. Dr. Mateer studied this process in the following manner. At regular intervals she bandaged a child's eyes, and after ten seconds fed him chocolate. She then recorded the number of trials necessary before he anticipated the chocolate by swallowing or opening his mouth. In addition to the time for first learning she studied the amount that was retained the next day, the number of trials with the bandage but without feeding to unlearn the response, and the number necessary to relearn it again. The method is a promising one and shows significant differences between children of different ages and intelligence.

A conclusion opposite to that arrived at by previous investigators on the permanence of pupils' interests was come to by Willett.³ He did not rely on the pupils' memory of their interests, but sent them the same ques-

¹ CHARLES CLINTON PETERS, *Human Conduct*. New York: Macmillan, 1918. Pp. 430.

² FLORENCE MATEER, *Child Behavior*. Boston: Richard G. Badger, 1918. Pp. 239.

³ G. W. WILLETT, "Permanence of Pupil Interests," *School and Society*, VII (1918), 325-30.

tionnaire two years in succession. He found that they reported the same subject as first, second, or last choice in 30 per cent or less of the cases at the end of a year.

Three studies of speech defects may be grouped together.¹ The first is a brief manual by a specialist in speech defects, written to give the school administrator and teacher a general knowledge of the kinds, nature, and treatment of speech defects and of the organization of instruction. The study by Beeley was originally planned to investigate the relation of left-handedness to speech defects, but in the present report presents only the preliminary matter of tests of diagnosis of right- and left-handedness. The article by Miss Nice summarizes a number of previous studies which indicate that there is a connection between the lack of prompt development of right-handedness, or the interference with the use of the left hand if that is the preferred hand, and speech defects. She presents a description of seven cases which seem to show relation between ambidexterity and retardation in speech development.

The five articles named in the footnote² deal with some phase of individual difference in intellectual ability. Kornhauser found that there is a close relation between the advancement in the school and the economic standing of pupils' parents as indicated by the possession of telephones. Paterson found that the pupils from a better neighborhood economically stood higher in a group of tests, and that school advancement corresponded well with standing in the tests. Miss Race found that a class of children selected on the basis of their superior standing in mental tests could advance at about double the ordinary rate in the school. Miss Strickland confirmed Hollingworth's finding that when tests measure maximum ability there is a closer correlation between abilities than when ability has not reached its maximum.

¹ W. B. SWIFT, *Speech Defects in School Children*. Boston: Houghton Mifflin Co., 1918. Pp. 125.

A. L. BEELEY, *An Experimental Study in Left-Handedness, with Practical Suggestions for Schoolroom Use*. (Supplementary Educational Monographs, Vol. II, No. 2.) Department of Education, University of Chicago, 1918. Pp. 74.

M. N. NICE, "Ambidexterity and Delayed Speech," *Pedagogical Seminary*, XXV (1918), 141-62.

² A. W. KORNHAUSER, "The Economic Standing of Parents and the Intelligence of Their Children," *Journal of Educational Psychology*, IX (1918), 159-64.

D. G. PATERSON, "A Mental Survey of the School Population of a Kansas Town," *School and Society*, VII (1918), 84-89.

HENRIETTA V. RACE, "A Study of a Class of Children of Superior Intelligence," *Journal of Educational Psychology*, IX (1918), 91-98.

H. A. TOOPS, and R. PINTNER, "Mentality in Its Relation to Elimination from the School," *School and Society*, VII (1918), 507-10.

GEORGINA I. STRICKLAND, "The Influence of Practice on the Correlation of Abilities," *Journal of Educational Psychology*, IX (1918), 393-99.

LEARNING

Many attempts have been made to determine the true form of the learning-curve, which records the rate of learning at successive stages. Thurstone endeavored to show from a study of a large number of curves of learning in typewriting that their form could be described in terms of a mathematical formula. A criticism of Thurstone's procedure is made by Blair,¹ on the ground that he did not properly determine the zero or beginning point of his curves, because he was not able to calculate the amount of previous practice.

A good many studies have been made in recent years on the most favorable methods or factors in learning. Three such studies² are here included. Pechstein, who has already challenged the traditional view that the whole method of learning is superior to the part method, properly organized, in learning the maze, here describes an experiment leading to the same conclusion with reference to learning nonsense syllables. He tries several part methods, which differ from one another in the manner in which the association between the parts is formed. He finds the best method to be one in which the parts are first learned separately and then joined by repeating them together. He does not test permanence, in which the whole method has been found most superior, nor does he as yet give results with meaningful material, which is also most favorable to the whole method, but there is sufficient evidence in to indicate the necessity of revising the current view of the general superiority of the whole method.

Fukuya has tested the advice, so commonly given by popular psychologists, that one exert himself to concentrate his attention on his task and thereby increase his efficiency. Fukuya had his subjects, who included children and adults, perform the tasks of copying, adding, and memorizing in two ways: first, as they ordinarily did, and second, with the attempt to increase voluntarily the concentration of their attention. In the main the extra effort did not increase efficiency except in the initial stages with some individuals, and some children did poorer work. Since such effort undoubtedly produces undue fatigue, its wisdom is very dubious.

¹ R. V. BLAIR, "Thurstone's Method of Study of the Learning Curve," *Psychological Review*, XXV (1918), 81-83.

² L. A. PECHSTEIN, "Whole vs. Part Methods in Learning Nonsensical Syllables," *Journal of Educational Psychology*, IX (1918), 381-87.

S. M. FUKUYA, *Experimental Study of Attention from the Standpoint of Mental Efficiency*. (Psychological Monographs, Vol. XXV, 1918.) Pp. 42.

C. T. GRAY, "Comparison of Two Types of Learning by Means of Substitution Test," *Journal of Educational Psychology*, IX (1918), 143-58.

Gray used a substitution test which is constructed according to a certain system, and compared the rapidity of learning when this system was explained and when it was not. The group to whom the organization of the code was not explained did as well as or better than the other group. This seems to indicate that rationalization may not always be an economical method of learning. This conclusion is pretty well established for sensory-motor learning, and now appears to hold also for some cases of simple association-forming.

Various other problems in learning are studied in the experiments reported in the three next articles.¹ Dearborn and Brewer studied the relations of practice in four types of substitution and a number-checking test. They did not find evidence of transfer of training from one to the others, but attributed the result to a combination of facilitating and interfering factors. They found some correlation between standings at the beginning and at the end of the work. Gates had children learn sense material and nonsense syllables and found that on the whole those who could recall most immediately after learning could also recall most after three or four hours. There was a correlation between scores in the two kinds of material, and between both and the teachers' estimates of the pupils' ability. Reed had his subjects learn pairs of words and nonsense syllables. He found that those who learned quickly remembered on the whole more than those who learned slowly, confirming other studies, and explained the result, on the basis of the introspection of his subjects, as being due to the fact that both quickness of learning and retention are proportional to the extent to which associational connections are seen between the pairs. He also found that elements which had been learned in one order were learned more quickly in another order, this result being contrary to some views of transfer.

PSYCHOLOGY OF SCHOOL SUBJECTS

An analysis of the mental processes which are involved in solving original theorems in geometry, and tests to measure ability in each of these processes are described in an article by Minnick.² The functions which the author distinguishes are: (1) the ability to draw a figure for a theorem, (2) the ability to state the hypothesis and conclusion of a given theorem, (3) the ability to recall additional facts about a figure when one or more facts are given,

¹ W. F. DEARBORN and JOHN M. BREWER, "Methods and Results of a Class Experiment in Learning," *Journal of Educational Psychology*, IX (1918), 63-82.

ARTHUR I. GATES, "Correlations of Immediate and Delayed Recall," *ibid.*, 489-96.

H. B. REED, "Associative Aids," *Psychological Review*, XXV (1918), 125-55, 257-85, 378-401.

² J. H. MINNICK, "Certain Abilities Fundamental to the Study of Geometry," *Journal of Educational Psychology*, IX (1918), 83-90.

and (4) the ability to select from facts given those necessary for proof and to arrange them so as to lead to the conclusion. In this case the figure, hypothesis, and conclusion are given. The question to be considered in reference to such a procedure is how far the processes involved in performing these tests represent the phases of the process of actually solving an entire problem which they are supposed to measure.

The next two reports are of studies of various aspects of the psychology of reading. The monograph by Judd¹ represents an extensive laboratory investigation, supplemented by a trial upon children who exhibit special disabilities in reading, of methods of reading which have been suggested by the laboratory analysis. After a historical review of methods of teaching reading the report describes the results of a photographic analysis of the eye movements of readers of different ages and attainments. From this comparison a distinction between efficient and inefficient habits is drawn. The most important characteristic is found to be the scope of the matter which is apprehended during an eye pause. The method of training selected hard cases is next described, and finally the report closes with a general account of methods, particularly in teaching silent reading.

A special type of reading disability, inability to learn to read in children otherwise normal, is studied by Schmitt.² She reports the clinical examination of a number of cases of apparent inability to learn to read and of their treatment by special methods. The results of this treatment cast doubt on the view that developmental alexia is as absolute as has been supposed.

An experimental study of handwriting similar in nature to the above-mentioned experimental study of reading is reported by Freeman and his assistants.³ In this study the laboratory study was made by means of the motion-picture method, and the application of the trial method was made first on a small group and then upon an entire school for a period of a year. The resulting recommendations concern the best type of movement, position, and drill exercise.

MENTAL TESTS

The first group of articles presents new tests or a new standardization of tests already in use. The most novel and elaborate of the new tests is one

¹ CHARLES H. JUDD, *Reading: Its Nature and Development*. (Supplementary Educational Monographs, Vol. II, No. 4.) Department of Education, University of Chicago, 1918. Pp. xiv + 192.

² CLARA SCHMITT, "Developmental Alexia: Congenital Word-Blindness, or Inability to Learn to Read," *Elementary School Journal*, XVIII, 680-700, 757-69.

³ FRANK N. FREEMAN, *The Handwriting Movement. A Study of the Motor Factors of Excellence in Penmanship*. (Supplementary Educational Monographs, Vol. II, No. 3.) Department of Education, University of Chicago, 1918.

for scientific thinking by Herring.¹ The author has analyzed scientific thinking into eleven processes: judgment (1) of the value of problems, (2) of the feasibility of solutions, (3) of the accuracy of definitions, (4) of the clarity of statements, (5) of the need of statistics in certain cases, (6) of the relevancy of given facts, (7) of the worth of methods of recording, (8) of the quality of comparisons, (9) of the quality of classifications, (10) of the worth of different arrangements of facts, and (11) of the sufficiency of data. Each type of judgment is tested by requiring the pupil to select the best example from a number which are presented to him. The method is ingenious, but results are not yet at hand by means of which its value may be judged.

The six articles by Terman, Brandenburg, Rosanoff, Greene, Pintner and Toops, and Porteus present either additional standardization of tests already in use, or forms of tests only slightly different from those in existence.²

One of the most radical undertakings in the field of tests which has been reported during the past year is the point scale organized by Otis.³ Lack of space prevents more than a bare indication of the nature of this scale. It is designed for the upper grades of the elementary school, can be given to groups, contains very simple printed directions to be read by the children, requires brief and simple responses, and has been standardized by very careful statistical methods. It is by far the best scale for testing elementary children in groups.

The monograph by Terman and the article by Maxfield discuss technical aspects which are of value to the specialist in mental testing.⁴

¹ JOHN P. HERRING, "Measurements of Some Abilities in Scientific Thinking," *Journal of Educational Psychology*, IX (1918), 535-58.

² L. M. Terman, "The Vocabulary Test as a Measure of Intelligence," *Journal of Educational Psychology*, IX (1918), 452-66.

GEORGE C. BRANDENBURG, "Psychological Aspects of Language," *ibid.*, 313-32.

A. S. ROSANOFF, HELEN E. MARTIN, and ISABEL R. ROSANOFF, *A Higher Scale of Mental Measurement and Its Application to Cases of Insanity*. (Psychological Monographs, Vol. XXV, 1918.) Pp. 113.

HARRY A. GREENE, "A Standardization of Certain Opposites Tests," *Journal of Educational Psychology*, IX (1918), 559-66.

R. PINTNER and H. A. TOOPS, "A Revised Directions Test," *ibid.*, 123-42.

S. D. PORTEUS, "Measurement of Intelligence: 633 Children Examined by the Binet and Porteus Tests," *ibid.*, 13-31.

³ A. S. OTIS, "An Absolute Point Scale for the Group Measurement of Intelligence," *Journal of Educational Psychology*, IX (1918), 239-61, 333-48.

⁴ L. M. TERMAN, *The Stanford Revision and Extension of the Binet-Simon Scale for Measuring Intelligence*. Baltimore: Warwick & York, 1918. Pp. 179.

FRANCIS N. MAXFIELD, "Some Mathematical Aspects of the Binet-Simon Tests," *Journal of Educational Psychology*, IX (1918), 1-12.

Pintner¹ has presented a careful standardization, from the statistical point of view, of a number of group tests, which are intended to be used in broad surveys of the children of a community, but unfortunately the value of the tests which he has standardized is not equal to the labor which has been spent in standardizing them.

There are a number of other reports of experiments in the application of tests to various uses, but they do not throw any new light upon the problems of testing.

II. COMMENT ON CURRENT EDUCATIONAL PUBLICATIONS

A bulletin on vocational guidance.—Mr. Ryan, of the Bureau of Education, has brought together in a bulletin² information concerning the significant factors which have contributed to the development of the vocational guidance movement during the past ten years. He has dealt with the investigations which have demonstrated the need of vocational guidance; with the printed material covering occupations which has been prepared for the use of teachers and counselors; and has called attention to especially successful work now being done in individual school systems over the country. The bulletin also contains an annotated bibliography and exhibits of typical "job analyses."

The author has presented an abstract of the most significant literature and practice growing out of guidance work. He has followed the development of organizations and has called attention to their contributions. He has done a similar service in connection with bureau and individual experimentation. While there is little attempt at evaluation of items presented, other than that exercised through the selection of these items, there is throughout the bulletin a strong tendency to encourage guidance as a public-school rather than as a private function. There is also a tendency to encourage guidance work through the early school years, especially during the junior-high-school period.

The use of occupational data has been suggested as a basis for curricular adjustments and as basic content material in all subjects throughout the school system. This means a broadening of the school program to include a study of industrial society and calls for a teaching force that has been trained to appreciate the significance of modern social and industrial development.

¹ R. PINTNER, *The Mental Survey*. New York, 1918. Pp. 116.

² W. CARSON RYAN, JR. *Vocational Guidance and the Public Schools*, Bulletin No. 24. 1918, Bureau of Education, Washington, D.C.

The bulletin is of especial value to those interested in keeping in touch with the literature of vocational guidance and to those interested in experimental work being carried forward in various parts of the country. The presentation is timely because of the interest manifested in guidance development as a part of the reconstruction program.

E. T. FILBEY

A superintendent's handbook on methods of handling and reporting school statistics.—With the development of the measuring movement in education, there has been a distinct need for descriptions and methods for using and reporting statistics to the public. Superintendents have been unacquainted with these methods and have been too busy to take the time to study detailed treatises which deal with such problems. Professor Alexander's¹ new handbook therefore will be welcomed as a helpful tool of this sort. It includes a compact presentation of methods of collecting school statistics, a brief discussion of statistical methods of treating them, and a more detailed treatment of methods of presenting statistics to the public.

Three chapters are given in which the superintendent is told how to prepare frequency tables and curves, and how to compute averages, measures of deviation and of relationship. These discussions are non-technical, and should be distinctly helpful to the busy schoolman. The book offers its real contribution, however, in summarizing tabular and graphic methods which have been devised by the various workers for clear presentation of statistics to the public. There is no more important single school administrative problem than that of acquainting boards of education and the more intelligent citizenship in our communities with what is going on in our schools. This book will help the superintendent to use clear methods of summarizing and interpreting school facts.

An elementary-school inventory book.—Professors Strayer and Engelhardt have been collaborating in the publication of helpful administrative material. Superintendents will recall the publication of their school record system, of the latter's publication on school buildings, and of the work of the two men in conducting surveys of school buildings and other phases of school administration.

Included in their general scheme is an elementary-school inventory book² which has been "prepared with the purpose of assisting school officers in

¹ CARTER ALEXANDER, *School Statistics and Publicity*. Silver, Burdett & Co., 1919. Pp. xix+332.

² G. D. STRAYER and N. L. ENGELHARDT, *Elementary School Inventory Book*. Albany, N.Y.: C. F. Williams & Son, 1919. Pp. 111.

making the annual inventories of their elementary schools with a minimum expenditure of time and energy."

The material appears as a bound volume with blank sheets sufficient for the annual inventory of a single school. It is organized so that principals can make inventories without rewriting the names of articles and materials from year to year; so that insurance adjustments can be easily made in case of fire; so as to aid in replacement; so as to facilitate the keeping of a record of all materials on stock; so as to economize on clerical work, and afford a complete record for reference in the superintendent's office. The material is arranged in accordance with the organization of the building, and can be kept very easily by the principal's clerk.

A textbook for principals of elementary schools.—Dr. Perry's *Management of a City School* has just been reissued in completely revised form.¹ This book still remains practically the only systematic presentation of the problems of the school principal. There has been much scientific accumulation of material important to the principal in the past few years. Administrative problems are being analyzed by the experts. Principals need to have this material presented in compact form and interpreted so that they can make use of it in their own practice.

There are two ways of organizing such material. One would make use of scientific procedure, analyzing each problem carefully, and summarizing the evidence concerning best methods which have been developed for treating the problem. The other would be to digest one's own experience and that of his associates and present in a discursive and semi-rule-of-thumb treatment the essentials of such experience. The latter is the procedure followed by the author in revising this book. It is a summary of his experience and the experiences of his associates, together with a digest of some of the more recent developments in school administration. It is characterized by a good many general observations concerning the relation of the school to the state, the principal's general obligations, his legal status and legal obligations; the relation of the principal to parents and the general outside public; and the relation of the principal to school boards, to business executives, and to the superintendent. About half the material, therefore, has to do with *general* problems of administration. The other half relates more pertinently to the problems of instruction, directing of study, physical welfare of the pupil, record systems, promotion plans, departmental instruction, use of tests, methods of improving school records, and quite a detailed discussion of the principal and the pupils' moral development.

¹ A. C. PERRY, *Management of a City School*. New York: Macmillan, 1919. Pp. viii+431. \$1.80.

A school textbook on agriculture.—The purpose of this new text on agriculture¹ is “to explain to the farm boy the facts about farming that have puzzled him.” It is an attempt to treat the fundamental principles of farming which are the same in all localities.

The author’s seventeen years of experience in teaching science have led him to present in a simple and forceful way the essentials of farming as a basis for further study of agriculture. While reading the text one is constantly impressed by the concentrated “ready-made” information. There is little of the scientific problem-solving for the student, and in this sense the text defeats one of the most important purposes of science teaching. It is notable that six pages of “facts from other sciences” equip the student “with sufficient knowledge of chemistry to understand some of the most important processes in soil formation.”

The book is divided into four parts: “The Soil,” “The Plant,” “The Animal,” and “The Farm.” The large quantity of information contained in the book should make it a valuable addition to a reference library for students of agriculture or general science. The illustrations are particularly good, many of them being taken from the files of the Department of Agriculture, in which department the author is chief of the Office of Farm Management. An excellent map of the United States showing the origin of soils in the various parts of the country and an excellent chapter on “Soil Improvement” are important additions to the literature of agriculture.

Since “many of the schools in which it is hoped this book will be used have no special laboratory equipment,” experiments, requiring no apparatus and, for the most part, no materials not obtainable on the farm, are outlined at the end of each chapter. Some problems are also given.

C. J. PIEPER

A book on project teaching.—This book² will help to clear up some of the widespread confusion with regard to what constitutes project teaching in the grades. The most valuable part of it is the opening discussion of the theory of project-problem teaching and the general methods to be employed. The main part of the book is a plea for using the objects and activities all around children as a means of education, and a statement of content and materials of a primary-grade course of study based on the belief that the purposes of the pupils ought to determine the method of procedure and the content. The plan gives to reading and number no less important a place than they

¹ W. J. SPILLMAN, *Farm Science*. Yonkers-on-Hudson, N.Y.: World Book Co.

² ALICE M. KRACKOWIZER, *Projects in the Primary Grades*. Philadelphia: Lippincott, 1919. Pp. vi+221.

occupy in most schools, but it provides for relating them to the other activities in a natural way. They are not to be taught incidentally, but as a means of satisfying the desire to discover and to know.

The purposeful activities which may constitute the course for the primary grades are classified as a social and nature experience, play, construction, literature, and such formal studies as reading and writing. The chapters which present in a detailed way what material may go into the course of study under these heads are somewhat disappointing. The material is not graded, and the reader is not told what prevailing interests should determine classroom procedure and choice of subject-matter at the different stages of mental development. Some of the topics as developed undoubtedly belong in the upper grades. In a number of cases the suggested procedure assumes an intellectual maturity and a type of interest that little children do not possess. In other cases, the procedure would obviously lead to idle and passive guessing rather than to purposeful thinking. The ways in which the problem-project method is to be used with this subject-matter are not sufficiently demonstrated. A question-and-answer discussion is not necessarily an activity that leads to problem-solving, although it may be an introduction to it. It is to be regretted that the author did not use more care in preparing these chapters, for they were meant to demonstrate the validity of the theory of project teaching by showing the outcome of its application to actual classroom conditions.

The large bibliography will be helpful to teachers. Very little of it is related directly to project teaching in either theory or practice, but many of the books listed will give the teacher the information she needs in preparing for such teaching in the lower grades.

HARRY O. GILLET

Educating by story-telling.—This is the second volume of the "Play School Series," edited by Clark W. Hetherington.¹ It is based in part on the work of the Demonstration Play School of the University of California.

Teachers in general do not make sufficient use of the story as a means of education. Kindergartners present an exception, and some teachers of first and second grades. The explanation is simple: most people do not know how to tell stories effectively, and such stories as are at hand seldom fit into the prescribed course of study. Miss Cather's book offers real help to meet both these difficulties.

¹ KATHERINE DUNLAP CATHER, *Educating by Story Telling*. Yonkers-on-Hudson, N.Y.: World Book Co., 1918. Pp. xx+396. \$1.60.

After an introductory section on the ends to be reached through story-telling, the author presents in four chapters the successive story interests of children in the rhythmic, the imaginative, the heroic, and the romantic periods, and lists a large number of books of story material to be found in public libraries. The principles that should guide in building and telling the story are explained and illustrated, and a bibliography of this phase of the subject is appended. In a convincing and enlightening way the next few chapters present the kinds of material and the methods to use to foster appreciation of good literature, music, and art, to promote dramatization, and to lead to moral growth in the hearers. It is shown also how story-telling may illuminate such schoolroom subjects as history, geography, science, domestic science, and manual training. Ample lists of available material as well as now and then an illustrative story itself make the discussion of principles practical for the classroom teacher.

The author does not assume that story-telling can accomplish everything, but she does show convincingly how it can be made a powerful tool in the hands of the educator in the home and the school. The book is a contribution to the literature of the subject.

HARRY O. GILLET

A book on moral instruction.—The author holds that moral instruction should have a definite place upon the weekly school program, separate from the other studies, in both elementary and secondary schools, and that it should be credited as any other study. He also holds that the organization of the school and the experiences of the pupils should be consciously controlled with a view to moral training.

The volume¹ begins with a discussion of the kinds of experiences that should be utilized by teachers in moralizing their pupils. Among these are: the leadership and example of the teacher, the tone of the school, discipline in the school, pupil government, mutual aid given to one another by the pupils of a class, work by the pupils of a class, work by the pupils in service to the school, the many-sided social activities possible in the modern school, and finally, participation in the serious activities of the general community life. Of the pupil-activities, this last he values highest. He makes out a convincing case in its favor, but presents no program, nor does he reveal the possibilities as to program. In fact, all of these matters are but sketched in very rapid and general fashion. The intention is perspective rather than detail.

¹ FRANK CHAPMAN SHARP, *Education for Character: Moral Training in the School and Home*. Indianapolis: Bobbs Merrill Co., 1917. Pp. 453.

The major portion of the volume is devoted to *moral instruction*. After discussing the aims of such instruction, the author first considers the value for the purpose of studies in the existing curriculum. He particularly values history, literature, biography, and civics; and in the course that he draws up he makes general use of them. He makes no mention of other subjects.

Outside of the materials of the usual existing curriculum, he then presents a course in the "Systematic Study of the Conduct of Life." The purpose of this is the development, out of concrete illustrations drawn from the pupils' current experiences, observation, reading, etc., of the principles of good conduct. He presents a definite program for both elementary and secondary levels. For the former the program is arranged by grades and topics.

For each chapter there is provided a bibliography and a set of exercises for classroom discussion where the book is used as a text.

J. F. BOBBITT

III. BRIEF DESCRIPTIVE STATEMENTS OF CONTENTS OF SELECTED PUBLICATIONS

HAROLD J. SHERIDAN and G. C. WHITE. *Learning and Teaching*. Methodist Book Concern, 1918. Pp. 207. Cloth. \$0.60.

This publication is one of the "Training for Leadership Series" edited by Henry H. Meyer and E. B. Chappell. It is a discussion of methods of instruction and classroom practices as applied to the needs of the church school. The goals desired through biblical instruction are enumerated, and a separate chapter is given to the discussion of each. An effort is made to correlate the work of instruction with training secured through participation, on the part of the students, in the varied activities of the church. This book is comprehensive in its treatment of the subject and should be of value to the Sunday-school teacher or to the organizer of a church school.

FRANCIS B. PIERSON. *The Reconstructed School*. Yonkers-on-Hudson, N.Y.: World Book Co., 1919. Pp. 117. Cloth.

This book is one of the "School Efficiency Monograph Series." It is an appeal for united effort in the work of reconstructing our schools through a better definition of aims. Subjects are to receive recognition in our curriculum in proportion to the measure in which they afford opportunity for accomplishing the ends of integrity, appreciation, aspiration, initiative, imagination, reverence, sense of responsibility, loyalty, democracy, serenity, and life. Thoroughness is the subject; arithmetic may be the means of

instruction. It is an inspirational treatment of the subject and should help direct the efforts of teachers and school administrators in the practical work of reconstruction.

IV. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

- ANDRESS, J. MACE. *Health Education in Rural Schools*. Boston: Houghton Mifflin Co., 1919. Pp. xii+321.
- SHARP, H. *Progress of Education in India—1912-1917*. Calcutta, India: Superintendent of Government Printing, 1918. Pp. iv+215. Rs. 3-10 or 5s. 6d.
- SPILLMAN, HARRY COLLINS. *Personality: Studies in Personal Development*. New York: Gregg Publishing Co., 1919. Pp. 206. \$1.50.

B. BOOKS PRIMARILY FOR ELEMENTARY-GRADE TEACHERS AND PUPILS

- GATHANY, J. MADISON. *American Patriotism in Prose and Verse*. New York: Macmillan, 1919. Pp. xiv+305. \$0.32.
- LASELLE, MARY A. *Short Stories of the New America*. New York: Henry Holt & Co., 1919. Pp. xiv+224.
- MCGLAUFLIN, IDABELLE. *Sewing Handicraft for Girls*. Peoria, Ill.: Manual Arts Press, 1918. Pp. 116. \$1.35.
- SMITH, LAURA ROUNTREE. *Primary Seat Work, Sense Training and Games*. Chicago: Beckley-Cardy Co., 1919. Pp. 160. \$0.60.

C. BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- BAKER, GEORGE P. *Dramatic Technique*. Boston: Houghton Mifflin Co., 1919. Pp. vi+531. \$3.00.
- CRAWFORD, DOUGLAS GORDON. *The Study of English*. New York: Macmillan, 1919. Pp. xx+338. \$1.20.
- GARDNER, EDWARD HALL. *Constructive Dictation*. New York: Gregg Publishing Co., 1919. Pp. 376. \$1.00.
- GEDDES, JAMES. *Hartzenbusch' Juan de Las Vinas*. Boston: Ginn & Co., 1919. Pp. xv+136.
- HATHEWAY, JOEL, and BERGE-SOLER, EDUARDO. *Easy Spanish Reader*. New York: Macmillan, 1919. Pp. xiii+386. \$1.10.

- HOBBS, WILLIAM HERBERT. *The World War and Its Consequences*. New York: Putnam, 1919. Pp. xiv+446. \$2.50.
- LYNDE, CARLETON JOHN. *A Laboratory Course in Physics of the Household*. New York: Macmillan, 1919. Pp. xv+146. \$0.90.
- MANLY, JOHN M., and RICKERT, EDITH. *The Writing of English*. New York: Henry Holt & Co., 1919. Pp. xi+509.
- OSGOOD, FREDERICK H. *La France héroïque: Episodes de la grande guerre*. Boston: D. C. Heath & Co., 1919. Pp. vi+174. \$1.00.
- PEABODY, JOSEPHINE P. *The Piper—A Play in Four Acts*. Boston: Houghton Mifflin Co., 1919. Pp. 212. \$0.52.
- PORTER, TILLA B. *Parliamentary Law Simplified*. Cleveland: Evangelical Press, 1915. Pp. 48. \$0.50.
- ROSENTHAL, DANIEL C., and CHANKIN, VICTOR. *Grammaire de conversation et de lecture*. New York: Henry Holt & Co., 1919. Pp. viii+423.
- ROSSMAN, MARY B., and MILLS, MARY W. *Graded Sentences for Analysis*. New York: Lloyd Adams Noble, 1918. \$0.40.
- THOMPSON, J. G., and BIGWOOD, INEZ. *Lest We Forget: World War Stories*. Silver Burdett & Co., 1918. Pp. viii+347.
- VAN BUSKIRK, EDGAR F., and SMITH L. *The Science of Everyday Life*. Boston: Houghton Mifflin Co., 1919. Pp. xv+416. \$1.40.
- WALSH, GERTRUDE M. *Primer Libro de Lectura*. Boston: D. C. Heath & Co., 1919. Pp. xii+119. \$0.52.
- WALSH, JOHN H. *Business Arithmetic*. New York: Gregg Publishing Co., 1919. Pp. viii+496. \$1.20.
- WILKINS, L. A. *First Spanish Book*. New York: Henry Holt & Co., 1919. Pp. xv+259.

D. PUBLICATIONS OF THE UNITED STATES BUREAU OF EDUCATION
AND SIMILAR MATERIAL IN PAMPHLET FORM

- Proceedings of the High School Conference of November 21, 22, 23, 1918*.
Bulletin No. 12, University of Illinois. Urbana, 1919. Pp. 306.

E. MISCELLANEOUS BOOKS

- LEWIS, A. M., and SINGER, EDGAR A. *The Winston Simplified Dictionary*.
John C. Winston Co., 1919. Pp. xxii+820.
- MOORE, FREDERICK. *The Chaos in Europe*. New York: Putnam, 1919.
Pp. ix+192. \$1.50.
- THE HISTORY CIRCLE. *British-American Discords and Concords: A Record
of Three Centuries*. New York: Putnam, 1918. Pp. viii+85. \$0.75.